

A STUDY OF THE NEEDS OF A GUIDANCE  
PROGRAM IN THE EL DORADO  
HIGH SCHOOL

by

HAROLD LEWIS BRYAN

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## INTRODUCTION

The writer first became interested in guidance during the summer of 1949, when he first realized that he was going to teach school that fall. However, it was after the first year of teaching that interest was developed to the extent of making this study of the need for guidance in the El Dorado High School.

During the teaching year of 1949-50, the writer was confronted with many of the senior high students who had not or a very meager idea of why they were in school. One student in particular stands out in the author's mind. He was a senior in high school with an I. Q. of between 70 and 80. Evidently no one had tried to find out if he would have been interested in some of the vocational courses offered in the high school. He had become shy and would talk so softly that he could not be heard unless one were next to him. He had been given mostly academic subjects throughout his school years. Awareness of his shortcomings had helped to make him a misfit in school and the social functions of his classmates. Had he been given tests and counseled to learn his interests and abilities he might have been successful in some type of school work. All he got from school seems to have been a detriment instead of helping him find a place in society.

After receiving 60 questionnaires back from some of the graduates of the class of 1949 in El Dorado, the author has become convinced of the great need for some type of guidance program to meet the needs that are so overwhelmingly evident. Also, the author from the associations with and the teaching of some of

these students who have gone all the way through high school without any help from home or teachers has decided along with the Superintendent of Schools in El Dorado, that this study is and has been needed for many years.

#### PROBLEM AND PROCEDURE

A questionnaire was sent to all the graduates of the class of 1949 in the El Dorado High School to obtain information to determine the need of a guidance program in the El Dorado High School.

Professional literature in guidance was reviewed in order to give an idea of what has been done in the past in the different fields of guidance in connection with high schools. This review is by no means complete, but it does try to give a representative sample of procedures in other school situations.

## HISTORY OF GUIDANCE IN HIGH SCHOOLS

Guidance has always been used by man. Sometimes unknowingly, but nevertheless, it was a form of guidance. In early history the fathers taught their sons to do some kind of occupation. Perhaps there was no choice left up to the son about what occupation he wanted to enter, but he was given some training so he would be able to make a living.

In his autobiography, Benjamin Franklin recalls that when he was twelve years old his father was apprehensive that if he did not find a trade which Benjamin would like, he might run away and go to sea. He writes:

He therefore sometimes took me to walk with him and see joiners, bricklayers, turners, braziers, etc., at their work, that he might observe my inclination, and endeavor to fix it on some trade or other on land.<sup>1</sup>

This is a good example of guidance in the early days in this country. Many people were doing a good job of assisting their offspring in making a job selection. Benjamin's father was concerned about keeping his boy on land and probably did not have any other purpose in mind when taking his son to see those different occupations, but he was using guidance.

Although claims have been made by numerous personnel workers for over two decades that clinical counseling is a profession, it

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<sup>1</sup> Rudolph W. Chamberlain, Beacon Lights of Literature (New York: McGraw-Hill) 1946 p. 245.

is only in the past few years that the evidence has begun to support these claims. It seems not unreasonable to date professionalization from two events: the acceptance of the psychologist in his professional role by the military services in World War II, and the establishment of the professional diploma by the American Psychological Association in 1947. For a long period psychologists, sociologists, and educators have made fragmentary contributions to the science of predicting human behavior and to the art of helping individuals to help themselves in solving their personal problems. Numerous promising early probings led only to cul-de-sacs. Possible panaceas were discovered and reluctantly discarded. This trial-and-error process helped to eliminate some misconceptions and to point the general direction toward slow, but sound progress. The story of the development of any new profession is always dramatic, always worth telling.

Counseling, in its rise toward professional status, has paralleled the course of other professions. In its beginnings this movement was eclectic. It drew its tools and techniques from a number of related disciplines such as social case work, psychiatric practice, mental hygiene, educational methodology, and employment-office practices. For a long period in the secondary schools it tended to be tied almost solely to vocational education and still derives appreciable financial support from this relationship with the U. S. Office of Education. Beginning in the 1920 to 1930 decade, counseling drew materials from the expanding branches of differential psychology. Important after 1930. The mental hygiene movement contributed greatly to making

the classroom teacher a functioning agent in student personnel work. Results of impact of work in psychotherapy upon the service of college instructors to their students delayed longer than in the elementary and secondary schools.

Educational methodology, both administrative and classroom, was slowly incorporated into the counselor's kit of tools. Counselors at all educational levels drew their case history methods in which many of the special tools were being forged for the professional personnel worker in educational institutions. The period from 1920-30 laid foundations for the next decade. One was growing acceptance of the need for, and the experimentation with, tools and techniques which were to prove fruitful in expanding student personnel work in colleges and universities. Another was an increasing appreciation of the fact that human problems are never simple, cause and effect never single, but instead are so complex as to be beyond the grasp of naive counselors, however willing.

As our understanding of problem complexity increased, the demand for better tools of diagnosis and treatment in turn called for counselors more and more highly trained in fields other than educational method. The counselor so hopefully described by Parson's Familiar Classic in 1908, with his fund of common sense and brief period of training, no longer appeared adequate in the light of our deepening understanding of the problems of students. The need for common sense, uncommon as it is, remained; but even by 1930 there was an increasing insistence upon the college degree



for the counselor. More and more, interested candidates for school personnel jobs were facing the realization that even the master's degree was inadequate in their training picture. By the end of World War II the Master's degree level of training was rapidly becoming the desired standard for key people in secondary school student personnel programs in the larger cities. The M. S., M. A., or M. Ed. degrees were becoming the minimal formal academic preparation for certification as secondary school counselors in more and more states.

The following review of some of the earlier guidance studies reveals the development and progress in the guidance movement.

The report on the American Association on Adult Education shows a total of 1543 cases of clients who responded to a questionnaire study. Eighty per cent stated that they had benefited in one way or another from their contact with the adjustment committee which discussed and advised them concerning the problems which were presented. The counseling covered vocational trends, avocational interests, and placement.<sup>1</sup>

Allen and Smith made a study of 162 children in England who had been placed after testing and counseling. A second group of 166 comparable pupils were placed but not tested. The writers report that the evidence which they had gathered showed that "the guidance aided by the vocational test results were more satisfactory than that given under the usual method."<sup>2</sup>

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<sup>1</sup> Hugh Hartshorene, From School to College (New Haven, Conn.: Yale University Press) 1939 p. 173.

<sup>2</sup> Patricia Allen and Percival Smith, The Value of Vocational Tests as an Aid in Choices of Employment (London: treasures Department, Council House).



An attempt to evaluate the services of 200 secondary schools was made by Alstetter. He found that those who ranked high in the guidance services had an equally high rating in articulation with other schools, information regarding pupils, and post-school relationships. In the low ranking schools, "only one teacher in six had training in guidance" and the guidance services were organized and operated less effectively than any other phase of the school program.<sup>1</sup>

Becker measured the improvement in scholarship of pupils who had been counseled in the New York City schools. He showed that 52 per cent made marked improvement and that thirty-two pupils showed good improvement.<sup>2</sup>

Darley and Williamson measured the adjustment of 196 students followed up one year or more after their counseling at the university of Minnesota. The criteria used were grades, student's opinion and reports from their parents or instructors. It was concluded that 87 per cent made a satisfactory adjustment. Of the 37 cases who had not followed the advice of the counselors, only three had made a satisfactory adjustment.<sup>3</sup>

It was found by Eels that only 7 per cent of the parents were dissatisfied with the schools which their children attended. Thirty-seven per cent reported that they considered the school

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1. M. L. Alstetter, Guidance Services in 200 Secondary Schools Occupations (1938 XVI P. 513-520).
  2. M. L. Becker; Guidance Work in Large City High Schools; School and Society, September 1937. XVI, pp. 407-416.
  3. J. G. Darley and E. G. Williamson, Student Personnel Work (New York: McGraw-Hill) 1937 pp. 253-270.

very satisfactory. It was thought that the loyalty of the parents toward the home town school influenced their opinions. Eels made a similar study in which he attempted to ascertain the pupil's judgment of the value of guidance received. He received answers from 17,246 pupils in which 3000 reported that they had received none, and 11,000 made intermediate evaluation.<sup>1</sup>

Two of the earliest attempts to measure guidance were reported by the Fresno School Survey Committee and by Meyers. The Fresno survey had suggestions to measure not only vocational guidance but social and educational guidance. It merely consisted of an outline and no actual evaluations were made. Meyers had three criteria which he suggested. They were completeness of the program as measured by the number of activities that were available, the distribution of emphasis which was shown by the relative amount of time and energy devoted to each activity, and thoroughness as measured by the kind and quality of work done. Both of these studies were reported in 1926.<sup>2</sup>

Kitson and Stover state that the attempt to evaluate guidance by Meyers is the first recorded attempt.<sup>3</sup>

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1.1 W. C. Eels, Judgment of Parents Concerning Secondary Schools School and Society, September 1937, XVI, pp. 407-416.

2.2 George E. Meyers, Tentative Plans for Judging a Comprehensive Guidance Program (Pittsburgh, Pa.: Department of Vocational Guidance).

3H. D. Kitson and E. M. Stover, Measuring Vocational Guidance: A Summary of Activities, Personnel Journal 1932, XI Number 3.

Newland and Ackley found that counseling brought about a better quality of work and fewer failures. In a control group made up of twenty-six pupils, six dropped out of school during the year and gave their poor work as the reason for leaving school. None of the experimental group withdrew.<sup>1</sup>

Schloessinger and Poullaouec attempted to measure the value of guidance to 300 pupils in Nantes. They had another 300 pupils of equal ability in a control group. It was found that the group in guidance did better in sticking to their occupations, in working in the shops where they served their apprenticeship, and in obtaining a certificate of competency in the field of their apprenticeship work.<sup>2</sup>

The Boston experiment was social-philanthropic in character; the Civic Service House was the center of its activities; Mrs. Quincy A. Shaw was its financial sponsor; and Frank Parsons was its guiding genius. Parsons described its origin, purpose, methods, and early development in detail in a volume published in 1909 after his death. This book gave the first definition of guidance as the choice of a vocation, adequate preparation for it, and the attainment of efficiency and success and touched upon practically every phase of modern guidance service. Reading of this volume leaves one deeply impressed with the wide range of Parsons' knowledge and experience and with his unusual understanding of the individual as well as of the strengths and weaknesses

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<sup>1</sup>T. E. Newland and W. E. Ackley, an experimental Study of The effect of Educational Guidance on a selected group of High School Sophomores, Journal of Experimental Educational Education 1936 pp. 23-25.

<sup>2</sup>M. L. Schloessinger and M. G. Poullaouec, Papport Sur le Fonctionnement du Service D'Orientation de Nantes, Bulletin Trimestriel de (Brussels) XVI, 1933.

of education and industry. He showed thorough familiarity with co-operative courses, the places where they had been tried, and their results, and he recommended the extension of the "Public Half-Work High School" as a means of guarntying youth both a practial and an academic education. He anticipated what recent years have so strongly emphasized that today neither the man in the street nor the educator in the school should fail to recognize as important.

Parsons' conception of vocational guidance was based on the broadest possible interpretation of the term; all-round manhood was the true aim, making a living only one arc of the circle. His general suggestions for an individual if he were to attain success were in keeping with this conception: systematic and scientific training of body and brain, memory, reason, and character according to individual differences. Broad general culture, industrial education, and some practical experience were considered to have both individual and social values. His conception of guidance procedures and the relation of the adviser to the advisee were definitely expressed. Three procedures on the part of the person seeking were involved: (a) the getting of a clear understanding of himself-an understanding of his abilities, aptitudes, interests, ambitions, resources, and their causes; (b) the getting of a knowledge of occupations and their opportunities and requirements; and (c) true reasoning on the relationship between these two series of facts.<sup>1</sup>

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<sup>1</sup>. Anna Y. Reed, Guidance and Personnel Services in Education (New York: Cornell University Press) 1944 pp. 3-5.

The major function of the counselor was to render skilled assistance in securing accurate information and to aid the counselee in true reasoning so that he would make wise decisions for himself: no person may decide for another what occupation he should choose, but it is possible to help him so to approach the problem that he shall come to wise conclusions for himself.

If counselors were to perform their functions adequately, Parsons felt that they must be experts, trained as carefully for the work as men are trained for medicine and law, and that they must be equipped with every facility science can devise for the testing of the sense and capacities and the whole physical, intellectual, and emotional make-up of the individual.

The introduction of vocational guidance into the Grand Rapids, Michigan, school system and the course of its development after introduction, were due almost entirely to the initiative of Jesse B. Davis, Principal of the Central High School, to the enthusiasm which he inspired in his high school teaching corps, and to the Commerce, the Public Library, the Y. M. C. A., and other civic and social organizations. Two important phases of the guidance movement were accented in the Grand Rapids program: (a) personality culture and character development and (b) vocational information in connection with regular curriculum subjects. The recorded history of the Grand Rapids work begins in 1909, but the fundamental experience upon which formal procedure was based was,

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1. Anna Y. Reed, Guidance and Personnel Services in Education (New York: Cornell University Press) 1944 p. 12.

here as elsewhere, founded upon several years of experience in connection with general educational responsibilities. Davis' objectives, his methods, his program, and his standards for evaluating results indicated that vocational guidance in his mind was intimately related to educational guidance. Although the term personnel service was unknown in 1909, Davis recognized its underlying concept as the unitary character of human problems and the necessity for a uniting program of advisory service.

Because of its outstanding features, because of its high school origin, because no preliminary surveys preceded or accompanied introduction, because no private financial support was received, it has sometimes been erroneously assumed that guidance efforts were confined to the Central High School in Grand Rapids and that no centralized bureau was advocated or established. Documentary evidence contradictory to such an assumption is available. In 1910, Davis<sup>1</sup> made a plea for a community vocation bureau and enumerated its tentative aims: (a) to establish a closer relationship between the high schools and the business world; (b) to advise with the school authorities regarding the practical side of school work; (c) to aid in giving the pupils some idea of the demands and opportunities of the various vocations in life; (d) to form a kind of employment bureau for those who must leave school on or before graduation; and (e) to lend a moral influence toward the enforcement of child labor laws and more favorable conditions of employment.

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<sup>1</sup> Anna Y. Reed, Guidance and Personnel Services in Education (New York: Cornell University Press) 1944 p. 12.



The Omaha Vocational Bureau was opened in 1915. It owes its origin to the Association of College Alumnae. Space was furnished by the Board of Education, but the office was open only three hours daily because of limited funds and the necessity for spending much time investigating local opportunities. A resume of the first year's work shows that it included both guidance and placement; that the Omaha Public Library was a valuable co-operating agency; that educational guidance was assumed to be comprised in vocational guidance; and that registration was open to youth who had already left school as well as to those still in school.

Statistics of interview, employers calls, placements, etc., were included in the report, and the problem of evaluating accomplishments was clearly stated:<sup>1</sup>

It is impossible to record in figures the principal work of the Bureau, because it has to do with the welfare of the individuals we touch--a thing which only time can measure. The outstanding fact made clear by our years work is that Omaha boys and girls, like those of other cities, need information which will show them the nature of the many things which are possible, and which will enable them to direct their study wisely and to make a considered and intelligent choice of vocation.

Total expense, for which the Association was responsible, was \$560.13. This was increased to \$694.50 for the second year.

On September 1, 1916, the Board of Education assumed entire control; the services of the bureau were confined almost entirely to the granting of employment certificates, and applicants for placement who were over 21 were sent to the Federal and Municipal Employment Bureau. The Health Supervision Department of the public schools was considered an important ad-

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<sup>1</sup> Anna Y. Reed, Guidance and Personnel Services in Education (New York: Cornell University Press) 1944 pp. 21-22.



junct since a visit to that office makes the youth realize that physical fitness is one of the first essentials to success. Part-time programs were arranged, usually on the basis of half the day for work and half for school, but a small group of boys worked alternate weeks. The director made a strong plea for employment supervision: those interested in the progress of vocational guidance in the United States are convinced that the supervision of the youth at work is a necessity for the protection of society, and is an important part of the educational system.

Salt Lake City is a good example of an early attempt to afford educational guidance through the introduction of a high-school advisory program. This program was rather an innovation in 1909 although it is common today. The program was instituted by the high-school teachers with the hearty concurrence of the Superintendent. A letter explaining the plan and its purpose was addressed to parents on March 29, 1909. Closer relationship between the home and school in order to serve pupils better was the purpose. Each teacher was assigned about 25 pupils, who became her special wards. By means of home visitation and personal conferences she was to ascertain all the facts necessary to a thorough understanding of each individual and, in co-operation with the parent, to act as guide and counselor to the pupil in the pursuance of his high-school course.<sup>1</sup>

The township high school of De Kalb, Illinois affords an early example of small town experimentation in vocational guidance. Principal F. M. Giles reported on local problems and his

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<sup>1</sup>Anna Y. Reed, Guidance and Personnel Services in Education (New York: Cornell University Press) 1944 p. 26.

attempted methods of solution before the organization meeting of the National Vocational Guidance Association in Grand Rapids, October, 1913. At that time, according to Giles, the program had been going on for a number of years.

The Program consisted of two parts: (a) systematic courses of instruction in vocational opportunities, in preparation for which students were told that their occupational decision would rest upon two things, knowledge of themselves and their abilities and knowledge of social conditions, (b) instruction in personal characteristics, which Giles liked to think of as applied ethics and which he believed had permanent value in establishing ideas.<sup>1</sup>

Superintendent Dyer's reports for Grand Rapids for the years 1907 and 1910 show persistent concern for the personal problems of young wage-earners. His report for 1911 indicated that the administrative authority was definitely committed to vocational guidance and had made a decentralized beginning of introducing it into the public-school system. The type of program advocated for educational and vocational guidance between 1911-1913 was formulated by Frank P. Goodwin, Director of the Department of Civil and Vocational Service. It comprised: (1) study of the individual and use of personnel record cards; (2) systematic effort to keep the life-career motive before high-school pupils; (3) collection of occupational information including information on the personal factors which make for success in different hues of work; (4) knowledge of opportunities

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<sup>1</sup>Anna Y. Reed, Guidance and Personnel Services in Education (New York: Cornell University Press) 1944 p. 21.

for advanced training, especially college training; and (5) better adaptation of school courses to the vocational needs of pupils. Goodwin cited six conditions which made for successful vocational guidance in a large high school: (1) the appointment of a director with time for supervision; (2) a school organization which will permit the close personal contact of each pupil with at least one teacher of the right type; (3) the exercise of an intelligent and sympathetic helpfulness on the part of the teacher; (4) a logical analysis of the personal characteristics of each pupil; (5) an understanding of the relation of the school work to the life-career motive; and (6) the adaptation of school work to the vocational needs of the community.

The Experimental Seattle School Guidance Bureau, operating under the Board of Education, 1913-1916, was the outgrowth of the interest of Principal J. A. Reed and his wife, Anna Y. Reed, in the relationship which might exist between retardation and elimination, and truancy, delinquency, and later criminality.<sup>1</sup>

The first investigation was a case study of 1800 youth who for one reason or another had been brought before the King County Juvenile Court. Analysis of these cases revealed that in an alarming number of instances there was a direct line of progression in the direction of criminality: school failure and retardation were accompanied by truancy and minor delinquencies: school elimination was followed with repeated shifts in employment, unemployment, and increasingly serious delinquencies: appearance before the Juvenile Court, sometimes several appearances, was accompanied by repeated probation and eventually commitment to the city parental school. This exhausted the city's correctional re-

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<sup>1</sup>Anna Y. Reed, Guidance and Personnel Services in Education (New York: Cornell University Press) 1944 p. 26.

sources, but state facilities comprised an industrial school, a reformatory for young men, and a penitentiary. Sometimes each in turn registered the same individual.

The second study was made by personal request of the governor. It involved a case study of all the records for, supplemented by one or more personal interviews with, each inmate of the three state correctional institutions. The objectives were; (1) to determine the extent of recidivism and, so far as possible, its causal factors and (2) to ascertain what additional educational facilities and service the state should provide and how it might improve its correctional procedures. Two reports were published by the state, one in 1911 and the other in 1912. Many inadequacies in the home, school, and community were revealed, and several suggestions for change in institutional procedures were acted upon.

The third investigation was undertaken in 1913 and was conducted under the auspices of the Seattle Board of Education. Its findings and recommendations were published in two special reports in addition to brief interim reports included in the annual reports of the superintendent of schools. The first report was a survey similar in character to other early vocational guidance surveys. It revealed three definite lines in which the school product was found to be deficient: academic knowledge, character qualities, and personality including personal hygiene, courtesy, and refinement in speech and manner. Superintendent Cooper expressed the hope that the findings of the report would help the schools to minister more suitably to youth while in

school and would lead to the conclusion that the protection and supervision of the educator should follow the working child into his new surroundings and help in the solution of the problems involved in his daily life.

## Survey to Determine the Need of a Guidance Program

The Questionnaire which appears on pages 70 and 71 in the Appendix was sent out to all members of the class of 1949 of the El Dorado High School, both graduates and dropouts, to learn whether there was need for a guidance program. The questions were carefully selected with this objective in mind. From the answers received it is hard to put the responsibility for the lack of guidance on any one group in the school system or community. The parents do not seem to be too interested in the educational opportunities offered in the El Dorado School system. The pupils also show lack of interest and the teachers are not aware that the students do need assistance in selecting the courses that will do them the most good. The administration must also be unaware of the importance of some form of guidance.

In a town the size of El Dorado there is a greater need for guidance than in some smaller school system where each teacher will know all the students, their parents, their social background, and their problems. When a teacher has 150 to 200 students to teach each day it is impossible to know which student has a problem in which he needs help and to see that the help needed is given.

The graduates indicated that help was not given in enough cases and that some of them were not understood by their teachers. A large percent of students can usually get along without assistance from the teachers and their parents. However, several did give evidences of a need for assistance in different phases of



their school life. For example, one student who dropped out of school gave this reason for dropping out; the curriculum didn't interest him, and another dropped out because he didn't make satisfactory marks. These two may have finished school if the school could have offered them something more adapted to their interest and ability. They could have been tested for interest and ability, and with the aid of some capable person, probably would have become a better citizen today and a better fit in society.

When the students were asked about their getting help from the teachers in joining clubs and out-of-class activities, some indicated the need of guidance in selecting suitable activities. The average pupil, if there is such a pupil, will usually be able to select suitable activities, but there are those who refuse to join any out-of-class activity and those who join everything that they are qualified for. With some one to know of their capabilities and interests they can be helped to enter those activities that can be of most benefit to them. Other wise certain activities will give little towards making a better rounded young man or woman out of the student. All students need some sort of out-of-class activity because all through life they will have to associate with people and work with them.

English was listed by 23 students as being the most useful course in high school. Twelve of these 23 were boys. The next in importance was math which was listed 15 times by the boys and only 2 times by the girls. Typing was listed 9 times by the girls and 5 times by the boys. The girls gave the following 7 votes each; shorthand, homeliving, and bookkeeping. The other subject reported as having special value was debate. The boys marked it 6 times while the girls listed it 2 times.



Table<sup>1</sup> A summary of the answers received from 60 El Dorado High School graduates and dropouts of the class of 1949.

Questions	Answers
1. Did any of your El Dorado High School teachers help in choosing your high school courses?	Yes <u>35</u> No <u>17</u>
A. If not, do you think such help would have been desirable in your case?	Yes <u>14</u> No <u>9</u>
2. Did any of your El Dorado High School teachers help you in choosing clubs and/or activities?	Yes <u>17</u> No <u>34</u>
A. If not, do you think such help would have been desirable in your case?	Yes <u>10</u> No <u>23</u>
3. Did any of your El Dorado High School teachers help you in choosing the type of work you might enter?	Yes <u>16</u> No <u>33</u>
A. If not, do you think it would have been desirable in your case?	Yes <u>10</u> No <u>28</u>
4. Did any of your El Dorado High School teachers help you in choosing the school you are attending?	Yes <u>9</u> No <u>31</u>
A. If not, do you think it would have been desirable in your case?	Yes <u>5</u> No <u>23</u>
5. Do you feel that you were understood by your high school teachers?	Yes <u>41</u> No <u>23</u>
6. Did you receive help from the school in obtaining your job?	Yes <u>6</u> No <u>34</u>
7. How long after school did you wait before obtaining your first position?	Days <u>19</u> Weeks <u>6</u> Months <u>7</u>
8. Present salary per week. Please check one:	\$00-10 <u>9</u> 10-20 <u>8</u> 20-30 <u>8</u> 30-40 <u>7</u> 40-50 <u>5</u> 50-above <u>8</u>

(table one continued)

9. How have you obtained employment? Please check items.

5 U. S. Employment Service  
0 Civil Service Examination  
2 Private employment agency  
3 High School Counselor  
0 Advertised for position  
5 Answered ads for position  
11 Visited personnel departments  
10 Assistance of parents or relatives  
4 Person leaving job recommended you  
29 Found job yourself  
11 Through a friend  
9 Others

10. If you have left any jobs, I would appreciate your willingness to check why.

10 Promotion to better position  
6 (Girls) Marriage and for maternity  
5 Didn't like type of work  
0 Family needed you at home  
9 No more work available  
11 Not making enough money  
1 Physical defect  
8 Others

11. Training beyond high school.

4 year college 4  
 Teachers college 2  
 Junior college 25  
 Trade school 1  
 Others 7

Table 2. Courses reported as most useful by 60 El Dorado High School graduates and dropouts of the class of 1949.

Courses	Boys	Girls
Accounting	2	0
Art	3	0
Biology	3	0
Bookkeeping	0	7
Business	2	0
Commerce	0	3
Constitution	4	0
Debate	6	2
Dramatics	0	1
English	12	11
Foreign Languages	3	2
Geography	3	1
History	5	3
Home Living	0	1
Home Nursing	0	7
Math	15	2
Psychology	4	2
Science	0	0
Sewing	0	1
Shop Courses	3	1
Shorthand	0	0
Social Science	3	7
Typing	5	9
Vocational Ag.	5	0

The vocational aspect of guidance is the most essential part of guidance. The questionnaire returns showed that there was a need for guidance in choosing an occupation. Most of the students were able to find satisfactory jobs, but they might have been able to secure better positions with able assistance during their preparation for an occupation while in school. Several students upon graduating from high school still have no idea about what their abilities and interests are, therefore, there is that small group that find themselves out of school without being prepared for an occupation or prepared to go on to school.

Only six of the graduates and former students reported that they had received help from the school in obtaining jobs. This is evidence enough in itself to show the lack of guidance that should be provided by any school system large or small.

To get ideas of what is needed most in the high school, some questions were included to give what the student thinks should be added or what has been most helpful to them. Forty-four changes were recommended for the high school. Certain of these changes would be impossible to make, but a lot of them should be studied and considered. Most of these remarks included some form or other pertaining to guidance such as: special counselor, interviewing, less required courses, trend towards more vocational courses, wider scope of subjects, more understanding teachers, require better work, teach study methods, teach more about life outside the school, comprehensive courses, better relations between teacher and pupil, complete guidance program, more emphasis on penmanship and spelling, sex education, more

interest tests, etc.. These are all important suggestions sincerely given and can not be overlooked if an effective guidance program is to be introduced into the El Dorado High School.

The questionnaire answers indicated that the high school is not contributing enough to the person out of school. It is a place to get references when getting a job, but it isn't helping the out of school individual to do this job. Records could be kept of graduates that could be of immense value in obtaining an occupation that would be suited to the individual's interests and abilities.

The graduates and former students of the El Dorado High School gave the following information about the chief values they obtained from high school; 23 said they learned to get along with other people, 12 felt that they had learned to co-operate with others, 5 learned to accept responsibility, 7 wrote down sportsmanship, 6 learned tolerance of others, and 3 learned to more independent.

Table 3. Changes recommended by former students and graduates of the El Dorado High School.

Changes recommended	Number
Some sort of guidance program	1
More vocational courses	9
Teachers require more and better work	8
Better understanding of the pupil through interviews	6
Better relation between student and teacher	5
Recreation room	5
Sex education	3
Teach study methods	2

Table 4. The chief values obtained from school as reported by graduates El Dorado High School graduates and dropouts of the class of 1949.

Values obtained	Number
Learned to get along with other people	23
Learned to co-operate with others	12
Learned sportsmanship	7
Learned tolerance of others	6
Learned to accept responsibility	5
Learned to be more independent	3



## In Professional Guidance Literature

Vocational Guidance. Without the proper assistance many students who begin their work on a part-time basis while in high school and continue in those jobs after they have graduated may give them more satisfaction as well as more opportunities. This may create a waste of talent while making the person unhappy and discontented. Such a person will not contribute as much to society, at a job unsuited for their particular abilities and interests, as they might at a more suitable job.

In our present society, financial security is of extreme importance and it is not only legitimate but wise for everyone to consider the possible financial returns in choosing an occupation. Too frequently choices made solely on this basis result in unhappiness and even disaster. Young people, especially, are often misled by the glitter of immediate financial returns when they should take the far view and find what the probability of salary 10 or 20 years from the present will be. It is often much better to choose an occupation that brings in low returns at first, provided that there are opportunities for large returns in the future.

One of the most important functions of the modern school is to orient students to the world of work. This can be done only through a broad program of vocational guidance, utilizing both school and community resources. In the provision of vocational guidance through the school, each teacher must play a part, the nature and extent of which will be determined by the rest of the school's program and by his own cognizance of, and preparation for, the work he should do.

Vocational guidance is the assistance given to students by counselors, principals, teachers, parents, employers, workers, and others in helping them to discover their vocational interests and abilities and to formulate suitable vocational directions, goals, and plans. All students should become informed about occupational fields related to their interests and should choose, at least tentatively, a field of work with the thought of making it a life career. They should also have an opportunity to learn through work experience and to discover the training needed for entrance to the chosen field, as well as means of securing it. Furthermore, students must be assisted in making the transition from school to vocational life by helping them to find work in the field decided upon.

By the time a student leaves school he should possess such knowledge of his own vocational abilities and occupational abilities and occupational requirements that he will have a good idea of the type of work he expects to follow and the additional preparation needed for it. Students, prior to leaving school, should be encouraged to request a summary statement of their ability patterns which can be shown to prospective employers or educational institutions.

In many schools, whatever occupational information is offered is given by sponsors or by teachers in one or more of the regular classes. There should be at least some organized instruction in occupational information beginning with the eighth grade and running through the twelfth grade. Major emphasis is ordinarily placed upon the work in the ninth and twelfth grades.

There are many other ways in which the sponsor or teacher can assume an important part in the school's vocational guidance activities:<sup>1</sup>

1. He can, in cooperation with the school counselors, provide occupational information and assist students with their vocational plans.
2. He can show the importance of traits of character and personality needed to become a successful worker.
3. He can help the student evaluate important outcomes of successful work in addition to salary.
4. He can assist in preparing assembly programs dealing with vocational guidance.
5. He can help evaluate the aptitudes and interest patterns of students.
6. He can interpret the vocational implications of school subjects and help students develop proper work attitudes.
7. He can help to arrange occupational trips.
8. He can suggest leads for interviews with employers and can assist in placement of students.
9. He can help in making follow-up studies of students.
10. He can assist other teachers in developing poster materials or plays related to guidance.

Some specific aims of vocational guidance as given by Jones are:<sup>2</sup>

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1. C. C. Dunsmoor, L. M. Miller, Principles and Methods of Guidance for Teachers (Scranton, Pa.: International Test-book Co.)
  2. Arthur J. Jones, Principles of Guidance (New York: McGraw-Hill) 1945 p. 339.

1. To assist the student to acquire such knowledge of the characteristics and functions, the duties and rewards of the group of occupations within which his choice will probably lie as he may need for intelligent choice.
2. To enable him to find what general and specific abilities, skills, etc., are required for the group of occupations under consideration and what are the qualifications of age, preparation, sex, etc., for entering them.
3. To give opportunity for experiences in school (tryout-courses) and out of school (after-school and vacation jobs) that will give such information about conditions of work as will assist the individual to discover his own abilities and help in the development of wider interest.
4. To help the individual develop the point of view that all honest labor is worthy and that the most important bases for choice of an occupation are (a) the peculiar service that the individual can render to society, (b) personal satisfaction in the occupation, and (c) aptitude for the work required.
5. To assist the individual to acquire a technique of analysis of occupational information and to develop the habit of analyzing such information before making final choice.
6. To assist him to secure such information about himself, his abilities, general and specific, his interests, and his powers as he may need for wise choice.
7. To assist economically handicapped children who are above the compulsory attendance age to secure, through public or private funds, scholarships or other financial assistance so that they may have opportunities for further education in accordance with their vocational plans.
8. To assist the student to secure a knowledge of the facilities offered by various educational institution for vocational training and the requirements for admission to them, the length of training offered, and the cost of attendance.
9. To help the worker to adjust himself to the occupation in which he is engaged; to assist him to understand his relationships to workers in his own and related occupations and to society as a whole.
10. To enable the student to secure reliable information about the danger of alluring short cuts to fortune through short training courses and selling propositions, and of such unscientific methods as phrenology, physiognomy, as-

trology, numerology, or graphology, and to compare these methods with that of securing really trustworthy information and frank discussion with experts.

The core curriculum is a definite attempt to relate the school curriculum to life activities; occupational material is used increasingly in the general subjects offered, and courses in occupations or vocational civics are frequently offered.

Tryout courses and exploratory courses in junior high school include such general courses as science, mathematics, language, social studies, and industrial arts.

The general shop provides the boy with experience in several types of shop work such as: printing, wood turning, wood benchwork, simple electrical wiring, sheet-metal work, and light machine work. Boys in these classes are kept on one kind of work about five weeks at a time and are then moved on to some different kind of work.

Student clubs and activities are also a good source for tryout and exploration. The school paper has both the editorial and business aspects. It tests the abilities and interest of the student in writing, in editorial work, or in managing the financial side of the paper. The music clubs and orchestra and glee club give real exploratory experiences for occupations involving musical ability and interest. Other clubs such as the radio club, science club, art club, and camera club, also give a chance for exploration in a some what more unconventional atmosphere than do the regular studies.

Some schools are experimenting with a plan by which the high school students in the junior and senior years are given oppor-

tunities to obtain a close-up view of different occupations by spending a brief time either on the job or in close contact with it. The service clubs of a town will usually carry out such a program by getting the names of the industries and businesses in town who are willing to cooperate with the schools in such a program. The student fills out a card listing three of the occupations they would be interested in visiting. The school and service club committee then works out the plan for the visits, including a clear statement of the purpose of the visits and definite points that should be kept in mind.

Out-of-school jobs are being used more and more in connection with school work. Some schools are helping students get part-time jobs in industries and different businesses. With proper follow-up and supervision by the school such work experience can be most beneficial to the student.

Important elements to be considered by counselor and student in the choice of an occupation:<sup>1</sup>

1. Suitability for the occupation, involving ability, physical and mental characteristics aptitude.
2. Service to society.
3. Interest in the occupation.
4. Satisfaction in the work.
5. Financial returns, immediate and future.
6. Opportunity for employment.
7. Opportunity for advancement.

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<sup>1</sup> Arthur J. Jones, Principles of Guidance (New York: McGraw-Hill) 1945 p. 359 & p. 368.



8. Health conditions.

9. Social conditions.

Many people are interested in activities far beyond their abilities for success; others are not interested in doing the things in which they have outstanding ability.

Some things to remember when helping an individual to make a vocational decision: include; (1) pupils should not be rushed into making a decision; (2) the time for making a decision varies with different individuals; (3) the first decision should not be considered final; (4) guidance with relation to occupational choice should be considered as a matter covering several years; it is not usually something that comes suddenly or at one single moment; (5) for many, the choice is not for a life work, but for a more or less temporary job, which may change several times during the life of the worker; (6) the occupation chosen should be considered not as a thing in itself, but as a part of the total life of the individual.<sup>1</sup>

When the guidance movement started, it was thought of as concerned mostly with the placement of workers. The slogan was, "Prevent the square peg from getting into the round hole." "Help the square pegs to get into the square holes." That is, the chief aim of vocational guidance was to steer people into jobs where they could do their best work. For a time there seemed to be real danger that all the time and money would be spent upon the placement of students, finding jobs for them,

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<sup>1</sup>. I. Anne V. Reed, Guidance and Personnel Services in Education (New York: Cornell University Press) 1944 pp. 10-11.



rather than upon the more fundamental parts of guidance. Placement was a need that had a direct and immediate appeal to businessmen, and money could more readily be obtained for this than for the other part of the guidance program, where the results were not so immediate. It was, however, emphasizing what should be considered as the final results rather than the more important preparation. This danger has largely passed, and one no longer needs to fear overemphasis upon this phase of the work. Some writers even give the impression that placement (job getting) is not an educational function and think that if the work of guidance is well done the job getting will take care of itself; parents and children will be able to secure jobs satisfactorily.

In placement the counselor will find his job to consist of much more than merely sending people out on jobs, particularly if the applicants are uncertain about what vocation they want to follow. He will find himself involved in analyzing the individual, giving information about industries, occupations, and educational and training facilities, assisting in vocational planning, locating suitable jobs, and planning follow-up activities. In addition to this knowledge of industry, occupations and specific job requirements, educational and training facilities, and other community agencies that might be helpful, the counselor needs skills in understanding people, in conducting interviews, in analyzing and evaluating information, and in making employer contacts.

In Montana the problem of guidance of the individual is

concerned with the following:<sup>1</sup>

1. Understanding the individual, making use of cumulative inventories, tests, ratings, and anecdotal records.
2. Supplying accurate information about occupations, college entrance, and other openings available to the pupils.
3. Counseling the individual so that he may intelligently relate the information about himself and his opportunities and make reasonable decisions.
4. Placement.
5. Follow-up.

A good program of vocational guidance not only prepares the individual for an appropriate field of work but prepares him for the interview to apply for a job. Suggestions such as the following are sometimes given to high school boys and girls before they go for their first job interview.<sup>2</sup>

#### Before You Leave

home to interview a prospective employer, determine to succeed in getting the position. Remember to:  
 Make yourself clean and tidy.  
 Comb your hair.  
 Shave.  
 Clean your teeth.  
 Shine your shoes.  
 Wear a clean shirt and collar.  
 Press and brush your clothes.  
 Replace all missing buttons.  
 Remove gaudy pins and advertising buttons.  
 Manicure your nails.

#### When You Arrive

at the place where you intend to apply for a position, it will be to your advantage if you remember to:  
 Glance at your personal appearance before entering.  
 Leave your cigarette outside.  
 Kill any tobacco odor on your breath.  
 Remove any candy or gum from your mouth.  
 Remove your hat or cap on entering.  
 Ask only for the person you are to interview.

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1. National Association of Secondary-school Principals, Committee on Guidance in Secondary Schools, Bulletin No.19, p. 31.
  2. Clifford E. Erickson, A Basic Text for Guidance Workers (New York: Prentice-Hall) 1947 p. 379.

## Before You Leave

Wear a hat or cap that goes well with your suit.  
 Take any letters of recommendation you may have.  
 Carry a clean handkerchief.  
 Carry money for carfare and lunch.  
 Leave early enough to keep your appointment on time.

The testimony of several young men has shown that many prospective positions are forfeited through failure to remember these important details.

## When You Arrive

Remain outside "Private-Office" until told to enter.  
 Refrain from interrupting a conversation.  
 Introduce yourself, state your reasons for calling, and present card of introduction.  
 Remain standing until invited to be seated.  
 Sit comfortably in your chair.  
 Do not slouch.  
 Be willing to take a test to show your ability.  
 Show willingness to return for a second interview.  
 Let the employer do most of the talking.

Information from employers shows that the young men who are hired and succeed are the ones who remember these pointers all the time.

Walter Pitkin gives some good advice when he says:<sup>1</sup>

Enter a man's office, quivering, flushing, stammering,  
 He accepts you at face value. How else could he? You fairly shout, "I'm a yellow dog. Want a yellow dog today, mister?"

Are you an architect? Then don't enter like a garbage collector. Are you a good shoe clerk? Don't behave like a barroom scrubwoman. Have the courage of your vocation. Look as you are. Speak as you are. Don't drag yourself down to the level of your lowest fear.

No employer wants a worker who cannot always measure up to the best that's in him. You wouldn't if you were an employer; for you'd be cheating yourself.

Beware of the pleasant fraud of trying to live beyond yourself and above yourself. I warn women here more

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<sup>1</sup>Walter B. Pitkin, How to find a job, Liberty, 17:53, May, 1940.

than men; for this is a favorite feminine humbug. It may land a job, but it never holds it for long.

Put these first to rules together. Never be meek; never bluff. Never shrink; never pose. The truth will land you the best job.

The school's responsibility does not end when the job is secured. Even before it is secured much help can be given toward insuring success on the job. Some of the general points helpful in attaining success on the job are wisely stated by Charles M. Schwab in his Ten Commandments of success.<sup>1</sup>

1. Work hard. Hard work is the best investment a man can make.
2. Study hard. Knowledge enables a man to work more intelligently and effectively.
3. Have initiative. Ruts often deepen into graves.
4. Love your work. Then you will find pleasure in mastering it.
5. Be exact. Slipshod methods bring slipshod results.
6. Have the spirit of conquest. Thus you can successfully battle and overcome difficulties.
7. Cultivate personality. Personality is to the man what perfume is to the flower.
8. Help and share with others. The real test of business greatness lies in giving opportunities to others.
9. Be democratic. Unless you feel right toward your fellow men, you can never be a successful leader of men.
10. In all things do your best. The man who has done his best has done everything. The man who has done less than his best has done nothing.

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1. Arthur J. Jones, Principles of Guidance (New York: McGraw-Hill) 1945 p. 375.

Educational Guidance. Educational guidance is directly concerned with the student's success in his education career. It relates to the student's adjustment to school and to the preparation and carrying out of suitable educational plans in keeping with his educational needs, abilities, and career interests.

In the first place, educational guidance includes the important adjustive phase, which involves for the student a liking for, understanding of, and suitable adaptation to school and its purposes. Unless a student is well adjusted and happy in his school environment, he is not likely to experience great success in it; hence good educational adjustment is basic to school work. It also involves social, mental, and physical well-being, as well as a knowledge of how to use the common tools of learning and how to study.

In the second place, educational guidance encompasses that phase of guidance which deals with ample and suitable information about institutions that offer advance preparation to the student. Such information should precede, accompany, and follow the planning of the student's educational career; for example, the selection of courses, curricula, or colleges.

Adjustment activities have two important aspects: preventive and remedial. If the preventive aspect is emphasized, the remedial will need less attention. Thus teachers should place their major emphasis upon the positive approach of anticipating and preventing maladjustments, rather than upon curative measures for maladjustments already developed. On the other hand, teachers should expect to help discover and to help solve ordinary maladjustment not reached by the preventive program.

Some of the key points at which adjustment to the school should be emphasized, may be summarized as follows:<sup>1</sup>

1. First entrance to the school in kindergarten or first grade
2. Entrance to the junior high school.
3. Entrance to the senior high school.
4. Entrance to junior college, college, business or technical school, or vocation.
5. Transfer or entrance to a new school at anytime.
6. Return to school each fall after the long vacation period, or after a long enforced absence.
7. Just prior to entrance to any new school or grade level.
8. Examination time and marking periods, for some students.
9. Most of the time for those students subject to emotional instability.

It is not possible to anticipate or prevent all maladjustment, but it is possible to strengthen the child's emotional stability so that he may have reserves to fortify himself against easy maladjustment and guide his actions better at such times of trouble as may arise. An occasional word of encouragement or expression of interest by the teacher may save a boy or girl from making the grave mistake of quitting school early in his career. Furthermore, it may break down an unfounded or rationalized prejudice which he has developed for some subject, teacher, or student.

The second emphasis of educational guidance after the student has been introduced to his school-administrative officers, teacher, students, building, organization, traditions, and general regulations and procedures is acquainting him with his main curricular and extracurricular opportunities and responsibilities.

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<sup>1</sup> C. C. Dunsmoor, L. M. Miller, Principles and Methods of Guidance for Teachers (Scranton, Pa.: International Textbook Company) 1949 p. 67.



In brief, this program of educational planning seeks to do the following:<sup>1</sup>

1. Acquaint the student with the history and development of his school.
2. Lead him to appreciate the necessity for education.
3. Show him the meaning and implications of education.
4. Acquaint him with the main forms of educational institutions.
5. Familiarize him with his local educational opportunities.
6. Assist him in his curricular and extracurricular selections.
7. Help him to improve, develop, and progress in his school tasks.
8. Lead him to appreciate and accept his own responsibility.
9. Encourage him to desire further education and training.
10. Show him the opportunities for this additional training.

The student's choice of a curriculum is extremely important and, consequently, should not be hurried. Plenty of time should be allowed for a complete and deliberate discussion. From the time the student first comes to school and even before, he should be encouraged to think about his educational, career, and to talk with those competent to give him information. There are several ways by which he may be helped to choose his course more intelligently.

The following questions suggest one method.<sup>1</sup>

1. What are the curricula or courses from which I may choose?
2. What are the main purposes of each curriculum?
3. What are my main interests and attitudes?
4. Which course shall I choose? Reasons?
5. Will this choice probably be satisfactory to me later? Reasons?
6. Will my interests and past records permit me to follow it?
7. Is it possible for me to change in case I wish to do so?
8. Am I allowing my classmates to influence me in my choice?
9. To what extent do my parents influence me?

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1. Harry C. McKown, Home Room Guidance (New York: McGraw-Hill) 1948 p. 247.

10. To what extent should my friends and parents influence me?
11. Specifically, just what are my reasons for selecting this course?
12. Are all of these reasons good reasons?

The student's method used in the selection of subjects is very important. If he does not have the understanding of the necessary requirements of a particular school he may find out too late that he is not meeting some requirement for graduation. To help the student with some of the problems that may come up McKown has suggested these helpful pointers:<sup>1</sup>

1. What is meant by a unit of work?
2. What is meant by a major? Minor?
3. What is meant by required subjects? Elective subjects?
4. Why are some subjects required? Why are others elective?
5. What subjects are required in my chosen course?
6. What subjects are electives in my chosen course?
7. Which subjects should I choose? Why?
8. What is the relation of these to my vocational interest?
9. On the basis of my previous marks, can I succeed in them?
10. Who should help me to decide about elective subjects?
11. Under what conditions should I change subjects?
12. Is changing subjects a sign of weakness or failure. Reasons?
13. Should I carry a full load or a lighter load? Why?

The teacher should at the beginning of each school year, be able to explain the courses she teaches. Many pupils can never seem to understand why they should take certain subjects and it is of the utmost importance that the teacher can give a good explanation. To do this McKown has given this list for the teacher to follow:<sup>2</sup>

1. What is the general field of this subject?
2. When, where, and why did it originate?
3. What has this subject contributed to civilizations? To you?

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<sup>1</sup> Harry C. McKown, Home Room Guidance (New York: McGraw-Hill 1946 p. 247.

<sup>2</sup> Harry C. McKown, Home Room Guidance (New York: McGraw-Hill 1946 p. 277.

4. What main topics or emphases does this subject include?
5. What are its most important (a) general and (b) specific values?
6. Is it a required or an elective subject?
7. Who should take this subject? Why?
8. What are the vocational possibilities of this subject?
9. How much of this subject should be taken? Why?

While there is no set procedure for solving the ordinary adjustment problems with which the teacher is confronted, there are some approaches which should prove helpful to the teacher in applying common sense methods to a solution of the student's problem. <sup>1</sup>

1. Get the student's story and point of view first.
2. Ask the student to offer his own solution. Then commend its good points and suggest any modifications which you think will be helpful.
3. Get the facts concerning the student's present difficulty, the probable causes, the student's record, and his future plans.
4. Try to get the student to face the facts realistically rather than emotionally-the maladjusted are inclined to rationalize their shortcomings.
5. Insist that the student adopt an optimistic, rather than a pessimistic, outlook concerning his problem.
6. Get a student to commit himself to a desirable line of action-his pride will tend to keep him on it for a time at least.
7. Appeal to the student's sense of fairness-to self, parents, fellow students, others.
8. Assign a responsibility to the student in connection with his problems, give him to understand that you expect him to carry it out, and see what he does.
9. Register a vote of confidence in the student by placing a responsibility upon him.
10. Show and teach students how to plan their time and their work-many have never learned how to do this effectively and it is a common cause of difficulty.

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1. C.C. Dunsmoor, L.M. Miller, Principles and Methods of Guidance for Teachers (Scranton, Pa.: International Textbook Company) 1949 p 69-70.

11. Encourage and commend the student at every justifiable opportunity: even create situations and opportunities that will honestly permit commendation.
12. Strive to develop confidence of the student in himself and in the school-his morale is probably low as a result of the difficulty he is in, or perhaps a poor morale caused his maladjustment.
13. Watch every opportunity for directing and influencing the individual's pride-solution of the majority of disciplinary troubles and failures will center about this factor.
14. Tell one or more students or teachers who will be likely to pass this information on to the maladjusted student what a fine person you think he is, if he would only find himself.
15. Get the other teachers directly concerned in solving a student's problems to work with you by taking them into your confidence and enlisting their cooperation.
16. Challenge the student to work in keeping with his ability level-some are not even aware of what it is.
17. Request the student to report at regular intervals to you checking his progress and for receiving such other suggestions as seem pertinent.
18. Get the student and the person or persons directly concerned with his maladjustment together to talk the matter over-maladjusted students usually shy away from such contacts and as a result there is frequent misunderstanding.

The goal of all counseling is the growth of the individual.

Educational guidance is intended to aid the individual in choosing an appropriate program and in making progress in it. This involves: (1) knowledge of the abilities and interests of the individual, (2) awareness of a wide range of educational opportunities, and (3) programs and counseling, which help the individual to choose wisely on the basis of these two kinds of knowledge. The steps in the process are:<sup>1</sup>

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1. Ruth M. Strang, Educational Guidance its Principles and Practice (New York: McMillan Co.) 1948 p. 18.

1. The student's appraisal of his learning capacity.
2. The exploration of his vocational potentialities and interests.
3. The obtaining of information about all kinds of educational resources in the school and community.
4. The selection of a training center, school, or college that provides educational opportunities in keeping with the student's capacities and interests.
5. The detection of leading to the correction of conditions that are interfering with his advantageous use of educational opportunities.

Strong emphasises important parts of the educational guidance programs as:<sup>1</sup>

1. Helping a student to adjust his academic load to his ability.
2. Substituting a more suitable course for one in which the student has failed, instead of requiring him to repeat the subject.
3. Adapting methods of teaching to the individual in a class.
4. Placing the responsibility for learning the student.
5. Scheduling opportunities for counseling with students as an intrinsic part of their curriculum.
6. Recognizing student's real interests and providing opportunities for each student's participation in student activities, which, unless carried to excess, seem to have a beneficial effect on scholarship.

Procedures like these make educational guidance effective. Some students join every organization and activity that comes along, while some are the opposite and fail to join any type of organization or enter any kind of activity unless he is forced to do so. The student who joins too many clubs and activities fails to receive the full value offered by such clubs and activities. They may forget their academic studies and fail from lack of time

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<sup>1</sup>. Ruth M. Strang, Educational Guidance its Principles and Practice (New York: Mcmillan) 1948 p. 22-23.

to do their home-work. On the other hand the pupil who stays out of all organizations and activities will usually be a poor citizen when out in the world on his own, because he hasn't the opportunities of leadership training or developed the ability to be an intelligent follower offered by extracurricular activities.

Even those who are leaders in some situations should in other situations be good followers. And there are those who in most situations are followers but in certain situations should provide the leadership they are capable of giving with the right training. Guidance in extra class activities may accomplish much in developing good leadership and good followership.

The social aspect of clubs and activities is not surpassed in any subject offered in the classroom. The classroom is usually too formal to receive many benefits from a social standpoint while the extracurricular activity is more informal and all members have an equal opportunity to express themselves. A student will usually feel that an extracurricular activity is his own organization and he will get out of it what he puts into it. At least this is the feeling that should be created in all students. This feeling should be evident in the classroom, but it is more difficult to attain.

Activities should be so arranged that they will have some interest for everyone. However, in most schools there are some individuals without apparent interest or ambition to be anything but a listless individual with no motive in life except to eat, sleep, and do as little as possible. Maybe these students with



no apparent aim in life can be awakened to the fact that the world owes them only an opportunity, and that they should be ashamed to die before making a contribution toward a better world in which to live.

Personal Guidance. Personal problems of students result from various causes.

A personal problem of a student may develop at home. If the parents or an immediate family member do not understand the ideals and everyday problems of a member of the family, such a misunderstood member of a family may decide that he is not wanted at home and if not receiving much attention may decide to get some attention in a way not acceptable to society.

A personal problem will sometimes result from a physical defect such as: moles, hairlip, tic, deformity, physical size, hard of hearing, poor sight, speech defects, etc.. These are perhaps causes of some of our biggest problems in school children. Young persons are more sensitive about these things and should have understanding teachers to give them a healthy mental attitude.

Economic conditions will give some children a feeling of insecurity and inferiority. These types of problems are the most difficult to deal with. It is imperative that a wise and understanding person have the necessary knowledge and equipment to assist students with such problems.

Repeated failure, lack of recognition, posture, social standing of parents, parental rejection, and general home conditions are all major causes of problems that disturb the growing child. Some of these problems are impossible to correct by an educator. However, the educator can be prepared to meet such problems with some amount of success. These cases will sometimes need more help than can be given by school personnel. If so, they should be recommended to a competent physician or psychiatrist for fur-

ther help in solving their problems. Intuitive sympathy may suffice for dealing wisely with some every-day problems; but in more serious or unusual cases the teacher or administrator may fail to be of service, and may even do actual harm by disregarding or misinterpreting certain needs of the child which are influencing his behavior. This is true even of persons whose natural sympathy for understanding child nature gives them a fine start toward dealing wisely with children's problems. They are likely to find themselves seriously handicapped by inadequate technical training in dealing with the problems of certain children. There is always a point at which the teacher who is equipped only with native intuition finds herself unable to meet the personal needs of her pupils. This should not be a cause of humiliation in the teacher but rather the occasion for requesting the help and advice of specialists. The use in the schools of specialists should be correlated as far as possible with an active program of in-service training of the teachers. Learning about the concepts and methods of mental hygiene increases the interest of teachers in children, fortifies their confidence in their ability to be of help to them, and also enhances their understanding of the value of the guidance specialist.

The guidance specialist has a major contribution to make if he can participate in the work of committees dealing with general problems in the school. An administrative device that has proved to be valuable is the in-service workshop in mental hygiene. There are many helpful insights into the relationship of the curriculum and personality development which guidance specialists,

administrators, and teachers working together may translate into improved methods of dealing with pupils. For example, they may note that too much emphasis is given to the memorization of meaningless or unimportant facts and that this merely annoys or confuses children without contributing to their fundamental interest and understanding. The guidance specialist may observe that children in the intermediate grades are needlessly harassed by standards of perfection in handwriting or drawing which are beyond the motor development of a majority of them.

Parents and teachers, in their treatment of children, if they could be freed from the interferences of their own personal emotional complications, that is, if they could be more detached, impersonal, or objective in their interpretations of the meanings of children's behavior, would be much more effective guides in the development of personality. Since there is some similarity between the responses of parents to their children and those of teachers to their pupils, teachers may profit from the study of parental attitudes, of the ways in which parents feel and behave toward their children as personalities and toward what their children do. The preparatory and in-service training of teachers would be improved were it possible for them to observe under direction the attitudes of parents toward children in the home as they now observe in the classroom the relationships of teachers and pupils.

The normal child is considered by psychologists to be potentially an eager, happy creature, naturally friendly and responsive, and motivated by vivid interests. Every child will more nearly

achieve this ideal development if the adults who most strongly influence him are a constructive force in his life through their wholesome and accepting attitudes toward him. This means that the adult-whether parent or teacher needs to accept the child for what he is, including his occasional startling maturity and understanding and his more usual immaturity. The teacher, like the parent, must see in the child a person whose development she may observe and help, not a creature to be made over, to be changed and molded according to her own preconceived adult pattern or standard of excellence. This means that she must be able to accept the child as an individual in his own right and not in any sense as an extension of her own personality. Most parents and many teachers tend to identify themselves with the child to greater or less degree. The child's behavior then takes on a special emotional quality for them because it enhances their personal feelings of pride and self-respect if it is commendable and when it fails to meet their standards of excellence creates in them feelings of guilt and personal affront.

Most teachers are better able to accept certain kinds of behavior in children when they are alone with them than when they are in the classroom among other children. Examples of such childish and adolescent behavior are loud or excited answers to questions or other comments in the classroom, the sometimes startling display of an immature sense of humor, and the embarrassing though well intentioned "chummy" remarks which children are wont to make. Teachers may be troubled when these and similar activities of children occur in the classroom. After school, however, when

the teacher is alone with a pupil who has frequently disturbed her composure in the classroom, she may occasionally be surprised to find the pupil no longer troublesome and annoying. She may be sympathetic and at ease with him and even discover that he is a very pleasant companion. It may be that in the more intimate situation both teacher and child are now freed from the tension occasioned by the presence of other persons whose opinions they may fear, consciously or unconsciously. The child, so unruly in the presence of the class, may now be friendly, responsive, and eager to be helpful. He may eagerly engage in making the room tidy, running errands, or performing some other service. The surprised teacher wonders why the child cannot be equally agreeable and able to control himself during the day when the other children are present. Why the child who remains after school becomes docile and willing or remains surly and resistive is a matter for study in each case; perhaps the absence of the other children and his release from the need to compete with them for the teacher's attention may explain the change in some cases.

Probably, however, the difference does not lie entirely within the child's personality. The teacher too can be more at ease, because she has now no need to feel fearful that if this child displays some of his customary misbehavior it will occasion critical opinions of her own competence in the minds of other children in the room or of some visitors who might possibly enter the room or pass through the corridor outside and hear noises emanating from her classroom. It is the fear of children, and also the fear of the impression their behavior may make on others, like the prin-



cial or some school patron, and concern for what these others may say, that steals away some of the joy of teaching.

The objective attitude may be exemplified by the transition in the teacher's point of view toward discipline. The initial concern of teachers of an earlier day was focused on the decorum of the classroom; the modern teacher, possessing an understanding of mental hygiene, is interested also in the needs of the child. In most schools today the conduct of the classroom is a variable, a function of what is being done there. Accordingly, the children are quiet and attentive during certain activities and are permitted to be more active and noisy for others. The mental hygienist would strive to give the teacher security in the classroom so that the activities of children would interest her, and very few things they did would be able to threaten her calm acceptance of them. The teacher's attitude would then be related to the need of the child for help, as indicated by his behavior; it would not be, as it now so often is, an outgrowth of the need of the insecure teacher to punish the child because of her own fear of possible administrative censure when disorder occurs in her classroom.

There are no universal rules for wholesome classroom atmosphere or orderliness, since every teacher relates herself to her pupils differently. Classroom decorum is a function of the teacher-pupil relationship and not a matter of fixed and arbitrary standards. In this connection an important consideration is the maturity of the teacher and the degree of competence and security in her own feelings. The secure teacher is able to consider the

reason for a child's misbehavior rather than be concerned primarily with the effects of what he does. She is willing to go to a good deal of trouble to try to understand the causes underlying his misbehavior in the classroom and elsewhere, instead of giving her major attention to the school regulations which have been violated by the child; she considers primarily the welfare of the child and secondarily the minutiae of school management. From the point of view of mental hygiene, teachers and administrators are asked to view the behavior of the child as an aspect of his personal and social adjustment, as a basis for the beginning of an individualized program of guidance. Thereafter what they do for the child will be based on an understanding of him as an individual and not on the formal regulations or fixed punishments allotted to specific items of misbehavior, nor yet on the degree of annoyance and disapproval which the misbehavior happens to arouse.

It is evident, moreover, that the child with serious problems should be regarded as ill or unadjusted rather than as "bad". In the treatment of any kind of annoying behavior it is the child's personality rather than one's feelings about the particular offense which should direct the plan of treatment. Teachers and parents need to view the behavior of children impartially, not in relation to their own ethical codes. As Wickman has stated, "if behavior problems of children are defined in terms of bad, evil, wrong behavior, their natural causation cannot be appreciated."<sup>1</sup> What the so-called problem child does is likely to arouse antagonism in adults, especially in those who are themselves very or-

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<sup>1</sup>Norman Fenton, *Mental Hygiene in School Practice* (Stanford, Calif.: Stanford University Press) 1949 p. 132.

derly and conscientious. In contrast to this, sympathy for the physically handicapped child is easily awakened. The sight of a crippled child, one who cannot walk alone, or one who has lost an eye or cannot hear well, is an occasion of concern and pity. The unreflecting teacher is not so likely to realize that the child who is crippled mentally or emotionally is no less the victim of cruel circumstances. The child who is antagonistic, or who cannot make friends, or who feels inferior, inadequate, and unwanted is not at fault; he has been wronged by life as cruelly as the one who must go on crutches because paralysis has withered a leg or an injury has permanently hampered the free use of his limbs.

From the point of view of mental hygiene, all persons who deal with children should avoid an attitude of condemnation and feeling of disapproval or resentment. The physician does not feel hostile or resentful toward the patient with appendicitis or even toward the patient with syphilis; instead, he considers the patient and the diseased condition objectively. Even so the mental hygienist advises teachers to try to assume an impersonal attitude toward tardiness, inattention, impudence, laziness, stealing, and any other nonconformity. The child's behavior, no matter how crude or immature, is best considered fundamentally as an expression, however inadequate, of some valid, genuine need or impulse. It is important to recognize that behavior which is in itself undesirable may have the same fundamental origin as wholesome conduct; thus unruly behavior in the classroom—showing off, disobedience, even impertinence—may be an expression of the de-

sire for attention, basically the same desire which may motivate another more fortunate child to excel in his studies.

The teacher who is objective in her attitude toward the problems presented by children tries to figure out why the child behaves as he does, and expends less energy and emotion upon the need to condemn or punish him for what he does or upon feeling guilty over her inability to teach him to behave properly. She may have to obtain additional information about the child, and to make an effort to ascertain whether there are remedialbe physical, psychological, or social factors underlying the child's behavior. In serious cases, of course, the explanations are often difficult to discover; the child's problem may be too deep-seated and complex for any simple answer or for the teacher to unearth by herself. It is necessary, therefore, for the teacher to know when to obtain the services of specialists in mental hygiene. But whether she attempts through her own study to understand the child will in either case be most helpful if it be as objective and impersonal as is possible for her.

The courage and understanding of the principal or the superintendent are important factors in the determination of teachers' attitudes toward children. Often the range of objectivity among teachers whether they are broad and tolerant in the acceptance of children's behavior or narrow and repressive is determined by the regulations of the school system. The philosophy of education on which the conduct of the schools is based and the quality of the professional leadership in the schools are factors which underlie the attitudes and the classroom behavior of in-

dividual teachers.

The principal or supervisor should be able to recognize the difference between disorder and license in the classroom arising from a teacher's incompetence on the one hand and on the other a policy of objective tolerance which allows the individual child a limited freedom in order to permit him greater self-expression but still does not violate the rights of others to use their time in the classroom to good purpose.

If principals and supervisors are unable to understand the importance of the teacher's acceptance of misbehavior, and feel they must criticize the teacher because of the seeming disorderliness involved, their intolerance may be a hindrance to her usefulness in the adjustment of troublesome children. The administrator needs to be sympathetic with the purposes of an objective attitude toward children, in order to give the teacher confidence in this method of treatment of children, which may actually be more difficult for the teacher and require more competence than the enforcement of strict repressive measures. He needs also to protect the teacher from parental criticism, to interpret to parents why the teacher conduct her classroom as she does, and to show them how valuable for the personality development of children this treatment may be. Teachers would be much freer and happier with children, much more objective in accepting pupil moods and playfulness if they were sure that no unsympathetic person in authority was likely to enter the classroom and criticize their professional competence.

Psychologists have pointed out that adults vary in maturity



and that some are still rather retarded in certain aspects of their personality development. A teacher or parent who reacts to a child with petulance or self-pity or fear exemplifies immaturity. Teachers and parents are helped toward objectivity by their frankness in facing the emotional "sore spots" or complexes in themselves which influence their responses to the behavior of children. This is a reason why guidance work often needs to be carried on simultaneously with teacher, parent, and child, and why the adults in a child's immediate environment should receive at least as much thoughtful consideration as the child.

In some cases when children are reported to the principal by a teacher, treatment may need to be directed toward the teacher. The teacher may be easily disturbed because of some personal trait in herself, such as race prejudice or feelings of insecurity which create resentment of behavior seeming to question her authority. Anxiety or fear or inferiority feelings in the teacher may interfere with an objective attitude toward the behavior of her pupils. Teachers, and for that matter parents, too, may be disturbed not only by the behavior of children-they may react emotionally to the guidance specialist also. In guidance work with teachers or parents, their hostile or critical reactions to the suggestions of the mental hygienists may offer insight into their personalities. There may be a threat to their opinion of themselves, because, perhaps, they feel their status is lowered if an outsider advises them about their handling of a child. On the contrary, some teachers and parents with habits of overdependence may err



in the other direction by being servile in their acceptance of advice.

Likewise some practitioners of mental hygiene are themselves unduly disturbed if their advice is not taken readily by parent, teacher, or child. This is illustrated by a psychiatrist who interviewed a fourteen-year-old boy with a religious obsession and became irate when he attempted to convert him. In his disturbance the psychiatrist recommended that the boy's Bible be taken from him. The recommendation was obviously not therapeutic but punitive. Other illustrations of immaturity in professional workers are to be found in psychiatrists who feel obliged to scold delinquent boys for their antisocial behavior while interviewing them, and by prison psychiatrists who display inordinate curiosity and ever-present suspicion about some particular aspect of the behavior of their charges, such as homosexuality.

Petulance may also be noted occasionally in guidance specialists who become annoyed by questions or statements made by the lay participants in the guidance conference. Thus not only are teachers unable to remain objective in their treatment of children and in their reactions to suggestions, but likewise professional guidance workers should include much help in their own personalities in order that they may learn to utilize the objective attitude more naturally and spontaneously toward every kind of human situation and human problem. One of the possible values of psychoanalysis, when conducted by the capable practitioner, is the likelihood thereafter of greater objectivity in the attitudes of the person analyzed toward many things which previously were very

disturbing to him. The guidance specialist may also be helped to greater objectivity by less lengthy and costly therapeutic procedures.

Personal guidance is not considered by many guidance programs as such, but rather, it is taken into consideration under the whole program of guidance. This phase of guidance is beginning to get the necessary recognition that has been lacking in the past years.

### SUMMARY AND CONCLUSIONS

Some of the needs of a guidance program in the El Dorado High School, as reported by graduates and former students of the class of 1949, are as follows: (1) help from the teachers was not given to 28 per cent of the students in selecting their high school courses, (2) help in the selection of clubs and activities was not given to 58 percent of the students by their teachers, (3) 55 per cent of the students said that their teachers gave them no help in choosing the type of work they might enter, (4) 51 per cent claimed that they received no help from their teachers in selecting the school they are now attending, (5) 15 per cent of the students felt that they were not understood by their teachers, and (6) 57 per cent of the students did not receive help from their teachers in obtaining a job.

In summarizing the courses the students thought were most useful, the author found the following percentages: (1) 20 per cent of the boys and 18 per cent of the girls marked English, (2) 25 per cent of the boys listed mathematics, (3) 12 per cent of the girls marked bookkeeping, (4) 12 per cent of the girls stated shorthand, (5) 12 per cent of the girls reported homemaking, and (6) 15 per cent of the girls gave typing as the most helpful course.

The questionnaire answers indicated that the high school is not contributing enough to the person out of school. It is a place to get references when getting a job, but it is not helping the out-of-school individual to do this job. Records could be kept of graduates that could be of immense value in obtaining an oc-

cupation that would be suited to the individual's interests and abilities.

Evidence from professional guidance literature shows that a guidance program can help solve the following problems of students which are primarily vocational in nature : (1) getting a clear understanding of himself and abilities, aptitudes, interests, ambitions, resources, and limitations, (2) the getting of a knowledge of occupations and their opportunities and requirements, (3) courses that are basic for certain occupations, (4) establish a closer relationship between the high school and the business world, (5) how to go about obtaining a job, (6) arrange for part-time employment while still in school, and (7) arrange for occupational trips.

The following educational problems of students can be met with a guidance program: (1) adjustment to the school; its grounds, buildings, subjects, teachers, other students, and the administration, (2) acquaintance with the curricular and extracurricular opportunities and responsibilities, (3) the making of choices in selecting extra-curricular activities as well as assisting in choosing subject matter, (4) appraising the students capabilities and intelligence, and (5) the use of judgment and reasoning power to meet new problems.

In personal guidance a guidance program can help a student solve problems that involve: (1) physical defects, (2) economic conditions, (3) social relations, (4) a student's background and family, (5) a student's motives and desires, and (6) problems in discipline.

To set up a guidance program in the El Dorado High School or any other high school, the public must be in a receptive mood or the program would not have much chance for success. The public must be made aware of the need for such a program. Their support and cooperation are imperative for establishing a guidance program. The vocational aspect of a guidance program will depend to a large extent upon the cooperation of the business men and the industries of the community.

In setting up a new guidance program a person can not see far enough ahead to know the one best type to introduce. However, a program can be started that has flexibility so that it can be changed as it is needed.

If a guidance program were to be set up in the El Dorado High School, it would be necessary to give guidance training to all the teachers, so they could contribute to the program and cooperate with the guidance personnel. One person could provide leadership and with the aid of the teaching staff successfully carry out a guidance program in the El Dorado High School.

There is no home visitation by the teachers at El Dorado. If a guidance program were set up there all homes should be visited to find the home conditions of each student in order for the teacher and the guidance director to be of the most assistance to those students with problems.

A teacher with some training in guidance who is well acquainted with the students of El Dorado should be chosen to head a guidance program. He would need several free periods each day to be able to carry out the duties of a guidance program. The

guidance director should teach one or two classes a day so he could be in close close contact with the students and their problems and use group guidance procedures in developing the guidance program.

The high school guidance man should interview and test for general scholastic aptitude every student before he or she enters the high school, and test and interview all of those already in the high school. He should give much attention to the graduating seniors to be sure they are aware of conditons in the vocational fields and to help them know the educational requirements for different occupations. Every potential dropout should be thoroughly studied and ivestigated to find if it is the best for the student to be out of school. Every new student needs a lot of guidance in getting acquainted with the existing conditions of the school and what the school has to offer that individual.

A detailed and complete guidance program suitable for the El Dorado High School cannot be described in advance. Such a program should be the result of cooperative planning of all members of the staff and should take into account the understanding and suggestions of the students and community. It should be developed step by step in terms of what is needed most and what will be most successful. Some of the guidance needs to be served, the services to be rendered, and the steps to take have been presented in this thesis.



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## APPENDIX

1. Did any of your El dorado high school teachers help in choosing your high school courses? Yes\_\_\_ No\_\_\_  
 A. If not, do you thin such help would have been desirable in your case? Yes\_\_\_ No\_\_\_
2. Did any of your El Dorado High School teachers help you in choosing clubs and/or activities? Yes\_\_\_ No\_\_\_  
 A. If not, do you think such help would have been desirable in your case? Yes\_\_\_ No\_\_\_
3. Did any of your El Dorado High School teachers help you in choosing the type of work you might enter? Yes\_\_\_ No\_\_\_  
 A. If not, do you think it would have been desirable in your case? Yes\_\_\_ No\_\_\_
4. Did any of your El Dorado High School teachers help you in choosing the school you are attending? Yes\_\_\_ No\_\_\_  
 A. If not, do you think it would have been desirable in your case? Yes\_\_\_ No\_\_\_
5. Do you feel that you were understood by your high school teachers? Yes\_\_\_ No\_\_\_
6. How long after school did you wait before obtaining your first position? Days\_\_\_ Weeks\_\_\_ Months\_\_\_
7. Did you receive help from the school in obtaining your job? Yes\_\_\_ No\_\_\_
8. Present occupation\_\_\_\_\_
9. Present salary per week. Please check one:
 

\$ 0-10\_\_\_  
 10-20\_\_\_  
 20-30\_\_\_  
 30-40\_\_\_  
 40-50\_\_\_  
 50-above\_\_\_
10. How have you obtained employment? Please check items.
 

\_\_\_ U.S. Employment Service  
 \_\_\_ Civil Service Examination  
 \_\_\_ Private employment agency  
 \_\_\_ High School Counselor  
 \_\_\_ Advertised for Position  
 \_\_\_ Visited personal departments  
 \_\_\_ Assistance of Parents or relatives  
 \_\_\_ Person leaving job recommended you  
 \_\_\_ Found job yourself  
 \_\_\_ Through a friend

11. If you have left any jobs, I would appreciate your willingness to check why.

☐ Promotion to better position  
☐ (Girls) Marriage and for maternity  
☐ Didn't like type of work  
☐ Family needed you at home  
☐ No more work available  
☐ Not making enough money  
☐ Physical defect

List other reasons if you desire: \_\_\_\_\_

12. If you withdrew from, school, what was your cause of withdrawal?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

13. Training beyond high school

4 years of college \_\_\_\_\_  
 Teachers College \_\_\_\_\_  
 Junior College \_\_\_\_\_  
 Trade School \_\_\_\_\_  
 Others \_\_\_\_\_

14. What high school courses were most helpful to you? \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

15. What changes would you recommend to make our school more useful to boys and girls now in school? \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

16. How could our school or a similar school be helpful to you now?

\_\_\_\_\_  
 \_\_\_\_\_

17. What were the chief values you obtained from school? \_\_\_\_\_

\_\_\_\_\_



A STUDY OF THE NEEDS OF A GUIDANCE  
PROGRAM IN THE EL DORADO  
HIGH SCHOOL

by

HAROLD LEWIS BRYAN

B. S., Kansas State College  
of Agriculture and Applied Science, 1949

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AN ABSTRACT OF A THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

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KANSAS STATE COLLEGE  
OF AGRICULTURE AND APPLIED SCIENCE

1951

## PURPOSE

1. To determine the need of a guidance program in the El Dorado High School.
2. To find the progress made in other high schools with guidance programs.
3. To show the relationship of the various phases of guidance such as: vocational guidance, educational guidance, and personal guidance.
4. To show the need for all school personnel to be concerned with guidance.

## PROCEDURE

1. Survey of literature that deals with high school guidance.
2. A questionnaire was sent to all the graduating class and dropouts of 1949 in the El Dorado High School.
3. The survey of guidance literature along with the 60 responding graduates and dropouts were used as a basis from which the findings submitted were developed.

## FINDINGS

1. Help was needed from the teachers by the students in the selection of courses, clubs, activities, future occupations, and in the selection of advanced schools.
2. Fifteen per cent of the students felt that they were not understood by their teachers.
3. These courses were found to be the most helpful:
  - (1) English was marked by 20 per cent of the boys and 18 per cent of the girls.
  - (2) Mathematics was marked by 25 per cent of the boys.
  - (3) Bookkeeping, shorthand, and homeliving was listed by 12 per cent of the girls.
  - (4) Typing was listed by 15 per cent of the girls.
4. The questionnaire answers indicated that the high school is not contributing enough to the person out of school.
5. Evidence from professional guidance literature shows that a guidance program can help solve the problems of youth in vocational fields, educational problems, and personal guidance.